

School Improvement in the District of Columbia

Presentation to the
State Board of Education
May 19, 2010



Office of the State Superintendent of Education
DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

What is School Improvement?

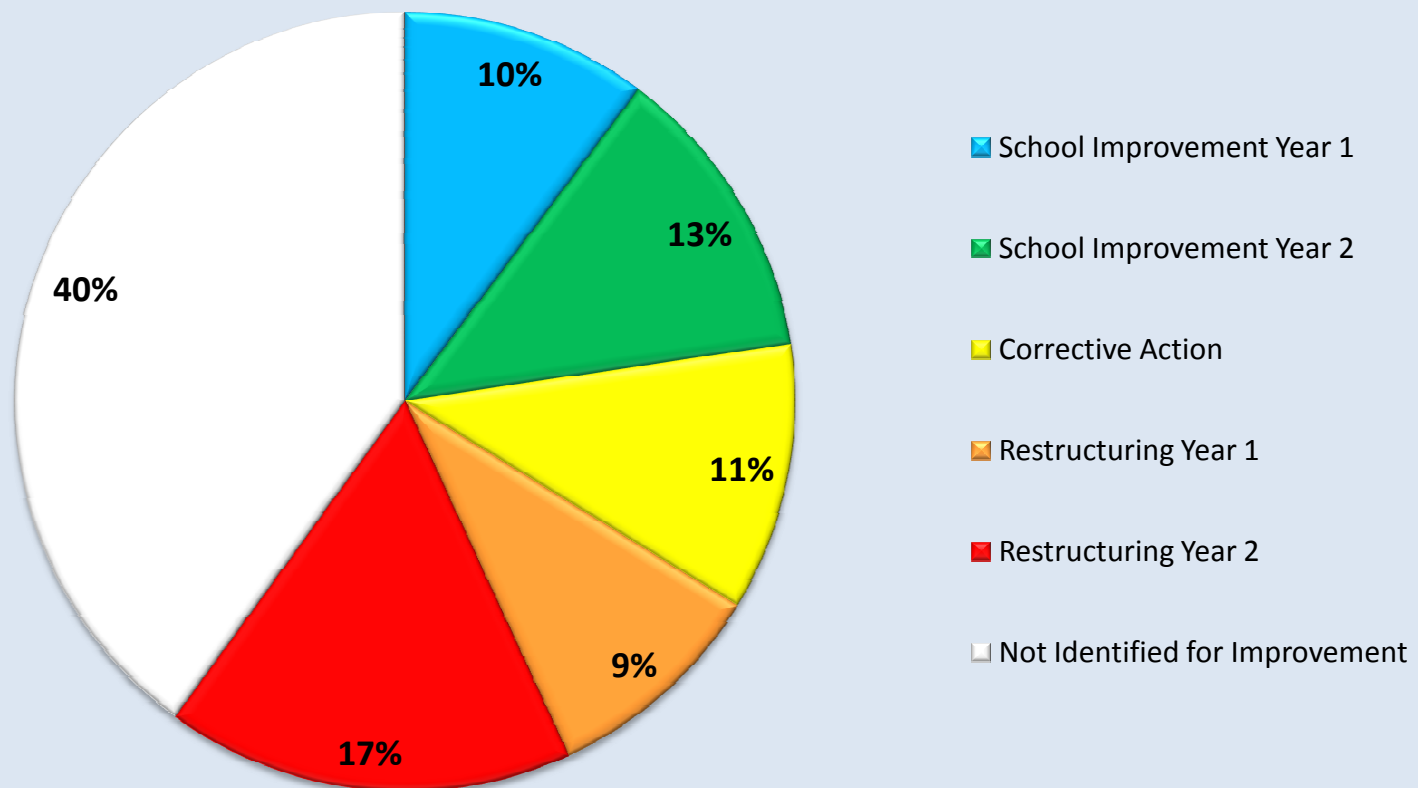
- Schools are identified for improvement after failing to make Adequate Yearly Progress (AYP) for two consecutive years.
[ESEA Section 1116(b)(1)(A)]

Number of consecutive years a school has not achieved AYP	School status
2 years	School Improvement Year 1
3 years	School Improvement Year 2
4 years	Corrective Action (Year 3 School Improvement)
5 years	Restructuring Year 1 (Year 4 School Improvement)
6 years	Restructuring Year 2 (Year 5 School Improvement)

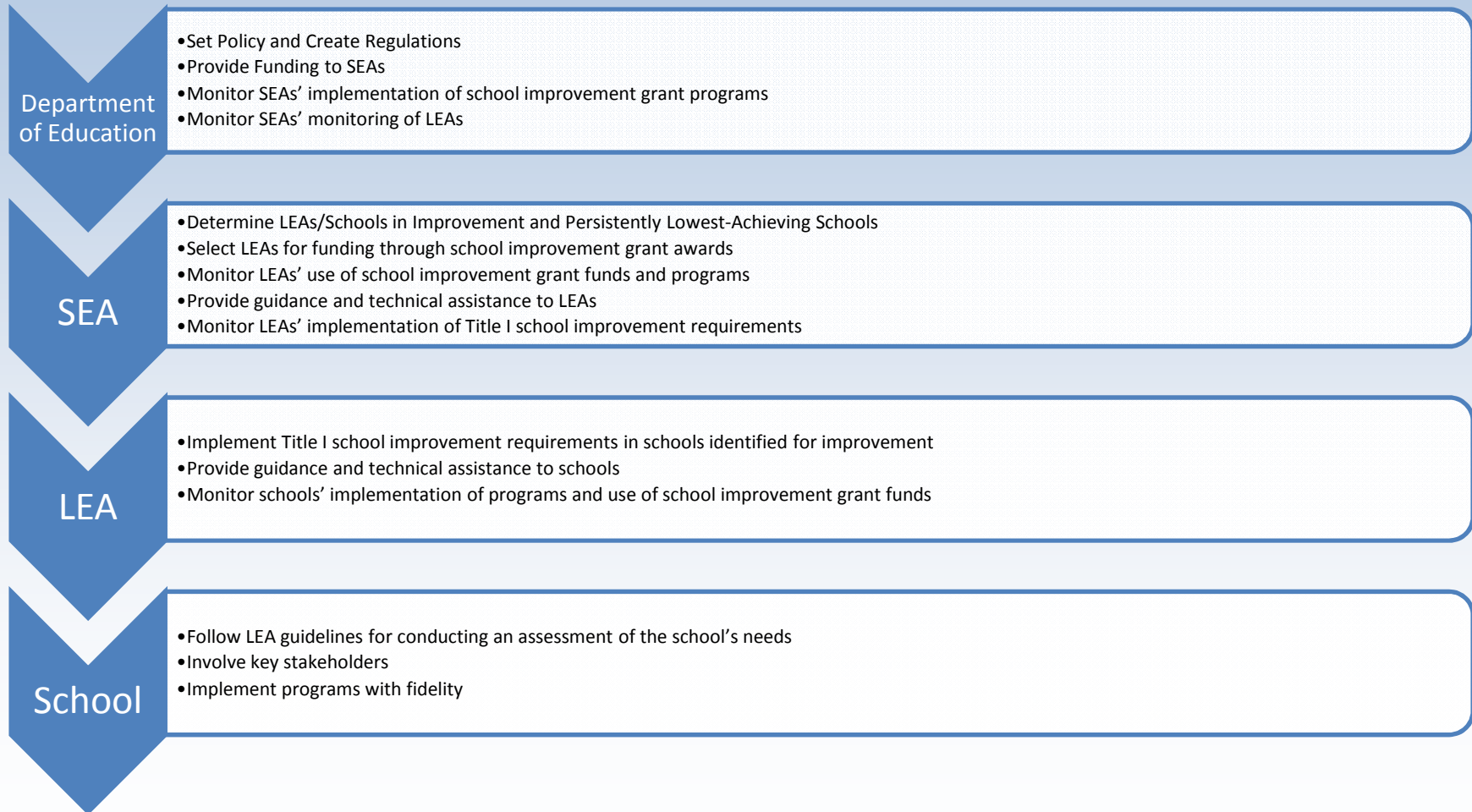
School Improvement Status Overview

- There are 130 schools in the District identified for improvement during the 2009-2010 school year.
- This includes 88 DCPS schools and 42 public charter schools.
- Over 55 percent of the District's schools are in some stage of improvement.
- About 40% of the schools identified for improvement are in Improvement Year 1 or Improvement Year 2.
- About 20% of the schools identified for improvement are in Corrective Action.
- About 40% of the school identified for improvement are in Restructuring Year 1 or Restructuring Year 2.

School Improvement Status Overview



School Improvement Partners



School Improvement Responsibilities of the SEA

- Identify LEAs/Schools in Need of Improvement and Persistently Lowest-Achieving Schools
- Proper reservation and allocation of Section 1003 school improvement funds.
- Administer school improvement grant funds to support the school improvement activities of LEAs in schools identified for improvement.
- Monitor LEAs' policies, procedures, and practices with respect to school improvement planning and implementation.
- Monitor LEAs' use of school improvement grant funds and programs
- Provide guidance and technical assistance to LEAs

LEA School Improvement Planning

- The creation and implementation of school improvement plans for each school identified for improvement, corrective action, or restructuring is an LEA responsibility. School improvement plans must cover a two-year period.
- DCPS therefore leads the creation, approval, and monitoring of school improvement plans for DCPS schools identified for improvement.
- The DC Public Charter School Board annually works with public charter schools identified for improvement on the creation, approval, and monitoring of school improvement plans.

School Improvement Monitoring

- OSSE is responsible for monitoring LEAs' compliance with their requirements under the ESEA.
- OSSE's Division of Elementary and Secondary Education will monitor 100 percent of LEAs receiving federal funds under the ESEA over the course of the 2009-2010 and 2010-2011 school years.
- OSSE monitors whether school improvement plans and processes meet the federal requirements, along with whether school improvement funds have been obligated for allowable activities.

School Improvement Funds Available under Elementary and Secondary Education Act (ESEA)

- OSSE is responsible for administering two separate sources of funds available under ESEA:
 - 1003(a): Statutory set-aside from the District's award for Title I, Part A – 4% of total award.
 - 1003(g): Separate award from Department of Education.
 - Different requirements for this grant in FFY 2009.
 - Final regulations published in January 2010.
 - Both 1003(a) and 1003(g) available funds have increased in FFY 2009 due to ARRA funding.

1003(a)

- Statutory Set-Aside
 - Federal Fiscal Year 2008: \$1.7 million
 - Federal Fiscal Year 2009: \$3.3 million (including ARRA)
- In allocating funds the State Education Agency (SEA) gives priority to Local Education Agencies (LEAs) that:
 - Serve the lowest achieving schools (improvement status)
 - Demonstrate the greatest need (K-12 poverty count)
 - Demonstrate the strongest commitment to ensuring such funds are used to enable progress towards goals in the school improvement plans (application)

1003(a): School Improvement Goals

School Improvement funds must be used by LEAs to implement one or more of the strategies prescribed by the Department of Education. Each funded LEA must make every effort to achieve the following measurable outcomes:

- Increasing the number and percentage of students who score proficient in reading/language arts and mathematics, as measured by the DC CAS, in schools receiving school improvement funds;
- Increasing the number of schools making adequate yearly progress (AYP) and moving out of improvement status; and
- Using data and assessments to inform decisions on the use of these funds and create a system that provides continuous feedback and improvement.

1003(a): Awards

- OSSE released applications for up to 33 eligible LEAs to access a total of \$5 million in 1003(a) funding in February 2010.
- “Eligible LEAs” were those with at least one school identified for improvement, corrective action, or restructuring.
- Applicants asked to complete narratives related to both need and commitment towards reaching improvement goals.
- OSSE approved applications from 23 eligible LEAs in March 2010 to support school improvement activities.

1003(a): Awards

- For a list of schools receiving 1003(a) funding in School Year 2008-09
 - <http://seo.dc.gov/seo/cwp/view,a,1274,q,563566.asp>
- Full list of approved applications for recent 1003(a) awards will be added to OSSE's website

1003(g)

- The U.S. Department of Education released revised regulations and released state applications for School Improvement Grants (SIG) under Section 1003(g) of the ESEA in December 2009, revised guidance in early 2010. OSSE's total Federal Fiscal Year 2009 allocation is \$12 million.
- Priority for School Improvement Grants to LEAs must be given to the District's "persistently lowest achieving" schools. These schools were identified according to federal regulations and include 9 DCPS schools and 1 public charter school – Options PCS.
- LEAs must apply to receive SIG funds specifically to implement, beginning with SY 2010-2011, one of 4 school intervention models under the federal regulations:
 - Turnaround
 - Restart
 - Closure
 - Transformation

Persistently Lowest Achieving Schools

- OSSE used the following process to identify the District's Persistently Lowest Performing Schools.
- A copy of the list can be found online at [http://www.osse.dc.gov/se0/frames.asp?doc=/seo/lib/se0/stimulus info/d 6 persistently lowest achieving memo 5 6 10.pdf](http://www.osse.dc.gov/se0/frames.asp?doc=/seo/lib/se0/stimulus%20info/d%206%20persistently%20lowest%20achieving%20memo%205%206%2010.pdf).

1003(g): School Improvement Grant “Tiers”

- Tier I
 - Lowest 5% or low graduation rates
 - 9 of 10 schools are in DCPS
 - 7 schools based on academic achievement
 - + 3 schools based on graduation rates (one being a charter school)
- Tier II
 - The District has no Tier II schools.
- Tier III
 - 120 schools

1003(g): School Improvement Grants Overview

- Federal Fiscal Year 2009 SIG funds will be available to OSSE and LEAs through September 30, 2013.
- OSSE was the 11th state to receive approval of its SIG application.
- OSSE is about to release the final LEA application to DCPS and to Options PCS (round 1 applicants).
- Both LEAs with Tier I schools have already attended meetings to discuss SIG requirements and received a draft copy of the LEA application in February and March.
- After Tier I award cycle, OSSE will assess whether any funds remain for Tier II and III awards.

1003(g): LEA Role

- Once the SEA has identified the schools eligible for assistance from School Improvement Grants and has classified these schools according to the three tiers, the LEA must make critical decisions to determine which intervention model is most likely to result in success for each school.
- Complete Application for funding.
- Implement school intervention models.
- Submit reimbursement requests and reports to OSSE.

1003(g): OSSE Monitoring

- In OSSE's 1003(g) School Improvement Grant application to the U.S. Department of Education, OSSE outlined its plans to monitor the specific implementation of the 4 school intervention models available to LEAs under the federal requirements. The plans include:
 - OSSE's consolidated Elementary and Secondary Education monitoring
 - Monitoring of expenditures through processing reimbursement requests
 - At-least-bi-monthly check-ins from an assigned OSSE staff member with each school for which LEAs receive 1003(g) SIG funds
 - Additional SIG-specific on-site monitoring over the course of the grant